

Emotional Intelligence at work: Because there is more than just IQ

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BACKGROUND

Social and emotional learning (SEL) is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2018).

Social and emotional learning is one of the best ways to build emotional intelligence (EI). Identifying practical ways to teach, apply, and practice EI will aid in life skill development for Extension professionals, volunteers, as well as youth. EI has been known to help you connect with others, boost your performance at work, improve your communication skills and help you become more resilient.

AIM

This curriculum is designed to allow Extension professionals, along with teen and adult volunteers to develop their own EI, as well as be equipped with various resources and lesson plans related to emotional intelligence in the four key areas:

- Self-awareness
- Social awareness
- Self-management
- Relationship management

Although each lesson is specifically targeted to one or two of these areas, there will be overlap of content depending on the topic.

*The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the world's leading organization for research and advancement of social and emotional learning.

GOLEMAN'S EMOTIONAL INTELLIGENCE QUADRANT

| Recognition/Awareness | | Self e l f | O t h e r s |
|---|--|---------------------|----------------------------|
| Self-Awareness | Social Awareness | | |
| Emotional self-awareness Accurate self-assessment Self-confidence | Empathy Organizational Awareness Service | | |
| Self-Management | Relationship Management | | |
| Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism | Influence Inspirational Leadership Developing Others Change Catalyst Building Bonds Conflict Management Teamwork & Collaboration | | |
| Regulation/Control | | | |



Teens building their Emotional Intelligence while participating in activities at 4-H camp.



SAMPLE LESSON PLAN FORMAT

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Emotional Intelligence Lessons

Self Awareness: Emotional Intelligence Decision Tree

DEFINITION
Self-Awareness: the ability to read and understand your emotions, as well as recognize their impact on your behavior and others.

BACKGROUND
Recognizing your emotions and the power they have over your actions and reactions is important. A good grasp on your emotions allows you to make better choices in how you act and react to situations. It also helps you understand yourself better and improve how you work with others. Going through these exercises will help create better self-awareness about your emotions, possible responses, and how personal choices impact others. The definition listed above and the curriculum emotional intelligence overview has additional background information.

WHAT TO DO
Activity 1:
Gather your group together and explain that you are going to go through some scenarios and you would like their immediate reactions and thoughts.
• Proceed through one of the scenarios that is relevant for your needs. Draw an "Emotional Intelligence Decision Tree" or "EIDT" on the board paper. Helpful words to use when creating an "EIDT" would be "If this (emotion), then this (action)" or "If this (action), then this (reaction)". Create at least two options that generate a (positive/negative) reaction regardless of the initial emotion.
• If the group needs more practice, proceed through another scenario and ask follow-up questions.

Activity 2:
Ask the large group to break into small groups and assign them one of the examples (listed in addendum) or ask them "What are some other times when you feel strong (possibly negative) emotions and you have to choose how you react?" Then have the small groups create a decision tree that outlines possible outcomes to various reactions following the "EIDT" model.

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Equipment and supplies:
• Addendum #1
• Addendum #2
• Large Print & Paper
• Markers

Do Ahead:
• Review lesson.
• Gather supplies.

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TALK IT OVER
Reflect:
• Do you think it is easy or hard to act differently on the outside than how you initially feel on the inside? Why?
• What are some techniques we can use to "pause" and think about how we feel before we act?
• Count to 10.
• Tell someone you need a minute to think.
• Walk away and get some space.
• Ask for help taking through options.

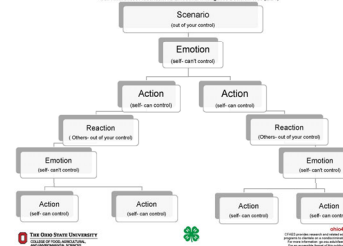
Apply:
Say to the group, "Being aware of how our emotions can control our actions and impact others is important." Point out that if we aren't aware of our own feelings we are making choices with our actions that are not the best for us or others. Challenge the group to practice the "pause" in the middle of their daily lives and see how it impacts their decision-making.

SAMPLE LESSON PLAN ADDENDUM

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Self-Awareness Addendum #2 Emotional Intelligence Decision Tree (EIDT)



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Teens enhancing their Emotional Intelligence while meeting others from around the state.

CURRICULUM INCLUDES

Background

Relationship Management

Relationship Management: Identifying Feelings

- Lesson
- Addendum

Relationship Management: Working with Others

- Lesson
- Addendum

Self-Awareness

Self-Awareness: Emotional Intelligence Decision Tree

- Lesson
- Addendum #1
- Addendum #2

Self-Management

Self-Management: Reactions Matter

- Lesson
- Addendum

Self-Management: Being Aware of Feelings

- Lesson
- Addendum

Social Awareness

Social Awareness: Do the Eyes See What the Ears Hear?

- Lesson
- Addendum

Evaluations

- Participant Evaluation
- Facilitator Evaluation

READILY AVAILABLE

This curriculum is available for free download:

go.osu.edu/EITraining

BIBLIOGRAPHY

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). What is SEL? Retrieved from <https://casel.org/what-is-sel/>
Goleman, D., Boyatzis, R. & McKee, A. (2002). Primal Leadership: Realizing the Importance of Emotional Intelligence, Harvard Business School Press: Boston.

